

# Description, Rationale, Instructional Moves, and References for the Nonfiction Think-aloud

## ***Description***

Think-alouds provide an opportunity to share with students your use of comprehension processes or strategies as you gather meaning from and use written text. In nonfiction Think-alouds, this may include how you determine the main idea or the author's purpose, use the author's organization of text, access and use prior knowledge, and how reading often creates new questions for us to answer. Essentially, you are modeling for students how you gather meaning from text, explicitly telling/modeling for students the comprehension process or strategy you are using to understand the author's message. This also includes how you think about or approach the task of gathering meaning using that strategy. One of the major instructional purposes for using nonfiction Think-alouds is to model the use of reading comprehension processes and strategies for students; however, our long-range goal is to have students use these processes and strategies themselves. In order to do this, they need many practice opportunities doing their own Think-alouds across a wide range of text.

Emily Calhoun, Revised 2001.

## ***Rationale***

- Models the complex task of comprehending text
- Helps students think more metacognitively about their reading comprehension processes
- Makes the strategies used for processing text visible and accessible to students
- Allows teachers to assess students' reading comprehension skills

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## ***Instructional Moves***

### **1. Introduction**

Announce the reading comprehension process or strategy you will model and its purpose.

### **2. Read passage\*\***

Text may be as short as a title and first line or as long as several paragraphs.

### **3. Set up demonstration**

Describe again the process or strategy you will be modeling.

### **4. Demonstrate using the reading comprehension process or strategy\*\***

### **5. Review why the process or strategy is useful**



**6. Conduct a student application activity that leads to a Think-aloud**

\*\* Identifies the essential attributes of a Think-aloud.

**References**

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